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ABSTRACT

To break intergenerational patterns of literacy-related problems, four 10-week cycles of family literacy programming provided direct literacy and family literacy instruction for fathers incarcerated in Northampton County Prison. Participants included 10-12 fathers per cycle of 50 hours weekly in 6 hours of adult basic education, English as a Second Language, or General Educational Development preparation and in 6 hours of parenting skills instruction. A workshop format allowed fathers to develop weekly communication with their children through sending letters, pictures, drawings, games, and/or audiocassettes of fathers reading aloud to the children. Each group planned literacy-related activities for the biweekly visitation sessions with their children. The family liaison worker visited each home to assist with communication among the father, children, primary caregiver in the community, prison officials, and educational system officials. Volunteer tutors were trained to work with fathers on individualized educational plans and with the children as needed. After-parole class instruction in the community afforded a bridge to reintegration and the opportunity to continue the educational changes. (Contains 16 references.) (YLB)

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ED 395 132

# WHEN BONDS ARE

# B R O K E N

## FAMILY LITERACY FOR INCARCERATED FATHERS AND THEIR CHILDREN YEAR 3 1994 --- 1995

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## FINAL REPORT

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NORTHAMPTON COMMUNITY COLLEGE

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353 FINAL REPORT

# "WHEN BONDS ARE BROKEN

## FAMILY LITERACY FOR INCARCERATED FATHERS AND THEIR CHILDREN"

YEAR THREE

July 1, 1994 - June 30, 1995

Dr. Manuel A. Gonzalez, Director

Emily Bradbury, Instructor and Assistant Coordinator
Anne Rae Connors, Instructor and Family Liaison Worker
Twila S. Evans, Program Coordinator and Reading Specialist

Funded as a Section 353 PROJECT # 98 - 5033 for $34,990 by the

PENNSYLVANIA DEPARTMENT OF EDUCATION

Harrisburg, Pennsylvania

Adult Literacy Department
Northampton Community College
3835 Green Pond Road
Bethlehem, PA 18017
610-861-5427

The activity which is the subject of this report was supported in part by the U. S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred.

## ABSTRACT

**Title:** "WHEN BONDS ARE BROKEN Family Literacy For Incarcerated Fathers And Their Children"

**Project No.** : 98 - 5033 **Funding:** $34,990.00
**Project Director:** Dr. Manuel A. Gonzalez, Director **Phone No.** 610-861-5427
**Contact Person:** Twila S. Evans, Project Coordinator **Phone No.** 610-559-3000 or 610-691-2512
**Agency Address:** Northampton Community College, 3835 Green Pond Road, Bethlehem, PA 18017

**Purpose:**
In order to break intergenerational patterns of literacy-related problems, four ten week cycles of family literacy programming provided direct literacy as well as family literacy instruction for fathers incarcerated in Northampton County Prison. The direct literacy and family literacy programming facilitated their changes so as to heal the broken relationships with their children. Family liaison contact, caretaker classes, and post release educational programming also facilitated the process of change.

**Procedures:**
Ten to twelve fathers per cycle of fifty hours participated weekly in six hours of ABE, ESL, or GED preparation and in six hours weekly of parenting skills instruction. Parenting skills instruction included communication, reflective listening, child development stages, self-esteem, values and attitudes, and enrichment activities. A workshop format allowed the fathers to develop weekly communication with their children through sending letters, pictures, drawings, games, and / or audio cassettes of fathers reading aloud to the children. Each group planned literacy-related activities for their biweekly visitation sessions with their children. Parenting instruction was provided to the caretakers while the children were visiting with the fathers. The family liaison worker visited each home to assist with communication between the father, the children, the primary caregiver in the community, the prison officials, and the educational system officials. Volunteer tutors were trained to work with the fathers on individualized educational plans and with the children as needed. Parole class instruction in the community afforded a bridge to reintegration and the opportunity to continue the educational changes which had been initiated in the institutional setting.

**Summary of Findings:**
"At Risk Families" of incarcerated individuals need a holistic approach to case management in order to facilitate the risks of individual change and the re-establishment of broken bonds with the ultimate goal to break intergenerational patterns of literacy related problems. Many individual systems have been initiated to "deal with" the problems, but the journey through the maze requires coordination and support during the process of change. The continued support beyond the institutional period is essential for long term reintegration into the family, the workplace, and the community.

**Comments:**
Although instructional materials and curriculum were designed for the initial intended audience, many of the components of the instruction can easily be "lifted" and incorporated into "basic", "life skill", or "workplace" classes in institutional or community classes. The family liaison worker can function as the hub of coordinated services of many systems.

**Products:**
The following curriculum has been fully developed and has been submitted during Year Two in individual manuals:
"When Bonds Are Broken: Family Literacy for Incarcerated Fathers and Their Children"
"When Bonds Are Broken: Caretaker Training"
"When Bonds Are Broken: Tutor Training"

**Descriptors:**

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## INTRODUCTION

**Purposes and Objectives:**

This project was conceived over a period of three years and was initiated at the request of the incarcerated students at Northampton County Prison in Easton, Pennsylvania that were fathers and had indicated a desire to "make it different for their kids". The original pilot project titled "Where Are The Fathers" was a 353 grant during the 1990 -1991 grant year. The outcomes of this project, precipitated our grant application to the Barbara Bush Foundation for Family Literacy for the 1992 -1993 grant year. The award of this grant was dependent on second year funding by the state. The first year of the Barbara Bush Foundation for Family Literacy grant was completed and the second and current year (1993-1994) of funding was supported by Section 353 by the Pennsylvania Department of Education under the auspices of Northampton Community College in Bethlehem, PA in response to the contractual agreement with the Barbara Bush Foundation for Family Literacy. The third and current (1994-1995) year of funding was supported by the same funding source.

The project purposed to enhance literacy and parenting skills of incarcerated fathers and to provide educational and social service intervention for their families in the community in order to positively affect their families' literacy climate, thus breaking intergenerational patterns of literacy - related problems. Secondary purposes which were added during the second year and third year of funding included introductory parenting skills for the caretakers of the fathers' children, tutor preparation for support of residents and their children, and a class in the community that could be used as a "bridge" for furthering educational goals of the residents.

During the third year of funding a Treatment Unit in a new addition to the facility was opened on August 31, 1994 at Northampton County Prison. All residents on this unit were screened and assigned to the unit following a commitment to the treatment program which

included drug and alcohol programming, group therapy, functional living programming, and voluntary spiritual programming. All participants in this program were from this Treatment Unit.

**Time Frame:**

The third year of programming was carried out from September 1994 through June 1995. Instruction for the Fathers was initiated in 50 hour instructional cycles for both the basic instruction and the parenting skill instruction during a ten week period of time. Caretaker instruction started in the prison waiting area with the first visit and on each successive visit. There were three visits during each instructional cycle for a total of twelve visits. Peer tutor training occurred for the fathers in the prison. These tutors were primarily fathers that had completed the basic instruction and wished to help as tutors in the classroom and on the Treatment Unit. Training of community volunteers, primarily college students, was done in cooperation with tutor training programs in the community organized by other institutional programs. These tutors facilitated instruction and support for the fathers as well as the children and in some instances the caretakers in the community. Two volunteers from the Pennsylvania Literacy Corps Program sponsored by Northampton Community College also participated in tutoring residents in the prison. The "parole" class was continued in the fall of 1994 with four 50 hour cycles of instruction on the ABE level. These classes were held in the evening at the Northampton Community College Farr Building in downtown Bethlehem, PA. Tutoring assistance was also available for these individuals.

**Primary Staff:**

The staffing for primary positions continued from the first and second years which greatly facilitated revisions, enhancements, and fulfillment of the program goals. With the cooperation of Northampton County Prison and under the auspices of Northampton Community College, Dr. Manuel Gonzalez continued as Director, supervising adult literacy instruction and administration and overseeing evaluation. The following staff continued during the second year of funding:

Twila Evans was Program Coordinator and served as liaison between NCC, prison officials, and project staff; coordinated project implementation; recruited and interviewed students; coordinated visitation activities; coordinated tutor matching for the fathers with both peer tutors and community trained volunteers; referred students for support services; supervised and evaluated staff and program. As Reading Specialist, administered and scored standardized testing, developed curriculum and IEP's, and provided individualized instruction in reading.

Ann Rae Connors continued as a primary instructor responsible for the implementation father's curriculum and delivery of caregiver's "First Teacher" instruction. She also continued as liaison worker visiting inmates' families; facilitating communication between the prison officials, the inmate, and the family; assisting caregiver with social / educational services, including tutoring and support for the inmates' children, and participation in visitation activities.

Emily Bradbury continued as a primary instructor responsible for implementation the father's curriculum, including the children's visits with their fathers, as well as assisting with the coordination of the myriad of activities and correspondence associated with the program as Assistant-Coordinator.

**Audience:**

The project has a wide application particularly with members of families considered "at risk ". Although designed for incarcerated fathers, the methods, materials, and concepts are applicable for many kinds of family literacy audiences. It should also be noted that many of the individual concepts and lessons developed for instruction can be "lifted " and used in any basic education, life skill education, and workplace classes.

**Pertinent Addresses:**

The products of this project are available at

Commonwealth of Pennsylvania, Department of Education
Division of Adult Basic Literacy Education
333 Market Street
Harrisburg, PA 17126-0333 Phone: 717-787-5532

and will be filed at AdvancE:

PDE Resource Center
333 Market Street
Harrisburg, PA 17126-0333 Phone: 717-783-9192

## BODY OF REPORT

**Statement of the Problem:**

The U. S. Justice Department reports that the prison population across the nation has increased. Northampton County Prison (NCP) is no exception. Intake interviews revealed that 49% of the residents had not obtained a high school diploma or its equivalency. The average grade level completed was tenth, and the average reading level was 5.9, nearly four years below reported educational level. This population exhibits low self-esteem, a lack of strategies for handling stress, needs related to drug and alcohol abuse, needs in entering the job market with low literacy and lack of job skills after an incarceration, and a lack of basic life skills required to function in the family and the community. Dr. Raymond Bell, Chairman of Counseling Psychology, School Psychology, and Special Education at Lehigh University in Bethlehem, PA reported on the problematic backgrounds of incarcerated individuals and recommended two solutions for the problem: "educate those individuals in prison and get to the children before they get into trouble." This family literacy model which involves the illiterate inmate father and their children is an illiteracy interdiction vehicle.

Additionally, one of the primary needs of incarcerated individuals is appropriate socialization skills which traditionally have been fostered within the family unit. Recognizing the changing role of men in contemporary society with presenting needs for involved and nurturing fathers and the lack of appropriate modeling behavior in the backgrounds of the majority of incarcerated men, direct instruction in parenting skills and social behavior can promote the prosocial behavior of their children, the future generation. As reported by Lanier and Fisher in the December 1990 issue of the Journal of Correctional Education, parental training increased the knowledge of parenting issues and awareness of parental responsibilities will improve the quality of life for the children who have fathers in prison. This re-union of broken and in many instances fragile and inadequately prepared bonds combined with literacy skill instruction

provides the awareness and stimulus for continued life-long learning in basic and parenting skills which is an essential ingredient in breaking the cycles of intergenerational illiteracy.

The literacy component of this grant addressed the one of the six goals of the National Governors' Association 1989 summit that stated: " By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship." Literacy was defined by the Department of Labor (Kirsch and Jungeblut) as: "Using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential"

**Goals and Objectives:**

Considering the above premises the objectives of this project were as follows:

- offer this program in four ten-week cycles of 50 hours each in addition to the children's visits with their fathers from September 1994 through June of 1995;
- recruit 48 fathers through interviews and referrals from the Treatment Unit;
- provide direct, individualized instruction six hours weekly ( two three hour instructional periods) for the fathers in ABE, ESL, or GED preparation;
- provide direct parenting skills instruction in classes meeting six hours weekly (two three hour instructional periods);
- address areas of interpersonal communication, self-esteem, addictive behaviors, values, attitudes, and life skills;
- utilize a variety of instructional media and experiences employing different learning modalities;
- provide opportunities for fathers and children to interact biweekly for up to two hours in literacy-related activities;
- facilitate linkages between the family, various community services, prison officials, and the incarcerated father;

- facilitate the awareness of the primary caregiver's parental role as "first teacher" by offering nine hours of instruction for each of four groups to be provided while the children are visiting the fathers;
- provide trained volunteer literacy tutors, both peer and community, to directly instruct incarcerated fathers and/or their children in the community for up to two hours weekly as well as volunteers to assist with the father - children visits and transportation needs;
- provide qualitative and quantitative evaluations of the fathers' literacy skill gains;
- increase the fathers' reading ability by one reading level after 1 00 hours of classroom instruction.

**Procedures Employed to Study or Explore the Problem:**

Entry level assessment included an interview and basic education level placement. Individual files include notes from student interviews on educational experiences and attitudes, job training and experience, family experiences, and counseling needs as indicated by the student. Samples of various types of writing were collected (such as LEA stories, letters, journal entries, and reports). Tutors contributed records of student progress at the sessions. Pre- and post- assessments provided a quantitative record of progress. The BEST Oral and Written Literacy Tests were used with lower - level students, the appropriate level of the Test of Adult Basic Education (TABE) and where appropriate the ETS TALS with higher - level students was administered. Psychological evaluation and the Michigan Multi-Phasic Personality Inventory (MMPI) was also administered where deemed appropriate by the Northampton County Prison Treatment staff. The interviews also included the gathering of information regarding the children's names, their ages, the caretakers, addresses, any programs attended by the children, as well as schools that the children attended. The family liaison worker also interviewed each of the caretakers regarding their literacy level, employment skills, and other information regarding the children.

Basic educational instruction was given in stand - alone modules of specific competency goals identified by the Basic English Skills Test (BEST), the Test of Adult Basic Education (TABE), and / or the Educational Testing Service's (ETS) Test of Applied Literacy Skills (TALS), which focuses on document, prose, and quantitative literacy skills. Literacy instruction utilized multi-modality instruction as well as associated materials providing competency - based instruction and higher - level thinking skills with an emphasis on measured outcome competencies. Specialized teaching strategies and resources -- such as the Language Experience Approach (LEA), computer-voice-activated reading programs, the Digitor for individual mathematics drill, audio and video tapes, and basic instruction in computer word processing for individual writing experiences as well as computer tutorial programs in language mechanics and mathematics, Total Physical Response (TPR) for oral language development, flash cards, charts and graphs -- addressed all learning modalities. When deemed appropriate, guest speakers provided additional tools for handling change as well as appropriate techniques for becoming involved with the educational system.

**Objectives Met --- Positive Results:**

All objectives were met. Professional observations were accomplished by the Adult Education Director at Northampton Community College, the PDE Regional Advisor, as well as the State Adult Education Director. Two observers from the Research Triangle Institute also spent two days visiting the program. Specifically the following data is submitted:

- **The Fathers:**

  48 fathers were served in the four fifty hour instructional cycles. These fathers were also registered in ESL, ABE, or GED programming for a minimum of 100 hours of instruction in the combined programs.

  The average age was 26 years with a range from 19 to 42 years.

  The ethnic background of the individuals was:

| | |
|---|---|
| Hispanic | 38 % |
| Black | 29 % |
| White | 33 % |

43 of these 48 fathers or 90 % admitted to and received counseling for drug and / or alcohol abuse.

100% of the fathers were school dropouts.

One father was formally identified as a special education student.

The average number of years attending school was 9.6 years.

Three of these fathers received tutor training and subsequently tutored in the classroom.

These forty eight fathers had 88 children with a range of one child to five children.

- **Liaison with the Caretakers, the Children and Released Fathers:**

Thirty eight of the forty eight caretakers cooperated with the family liaison worker and provided information regarding the children and the family.

Thirty of the forty eight caretakers registered and attended for at least one cycle of "First Teacher" instruction for Caretakers.

Several of these mothers were provided educational services and support:

Four of these mothers were provided educational assessment.

One entered and ABE educational program to improve her literacy skills.

One high school graduate entered a Private Industry Council training program.

One high school graduate enrolled in a college computer course.

Two mothers were enrolled in Single Point of Contact (SPOC) classes.

One mother obtained full time work and is now off welfare.

In addition to emotional support provided the caretakers and children, numerous family physical needs were addressed such as:

Need for diapers for three young babies.

Need for clothing for four children.

Need for groceries for five families.

Need for furniture for one family.

Assistance with income tax forms.

Supported court appearances for two fathers appearing in other counties.

Maintained liaison contact with four fathers transferred to other institutions.

Provided requested transportation and support for one released father to enter a detoxification program. He continues remain drug free.

Provided liaison with community colleges for applications and financial aid papers.

Attended with caretaker and child school meetings for reinstatement into classes in two separate cases.

Brief videos of the father / children visits were provided for the caretakers during program. Many were surprised to witness the gentle and more attentive attitude which the fathers demonstrated with their children. Although this was not initially planned as part of the Caretaker instruction, it was a positive addition.

A video was made of a father reading Where Are The Wild Things. This was sent to his family who lived out of state. His three year old son talked to the video and said, "Daddy, please hold the book closer." The boys play this video almost every day.

One caretaker donated a stroller no longer needed for her children to the "Bank for Children" at Trinity Episcopal Church in Bethlehem, PA.

- **Tutors / Volunteers:**

Tutor training was provided by other institutional programs. Specifically, Lehigh University, Lafayette College, and Northampton Community College had grants to train community service volunteers. This grant in the third year did not specifically provide tutor training, since cooperating agencies had grants to provide training and we committed to providing clients for their programs. The tutor assignments included assistance for the children

as well as the fathers in the program. Three fathers were trained as Peer Tutors and assisted in the classroom and on the Treatment Unit.

Volunteers for tutoring and support of the school age children and caretakers was coordinated on an as needed basis.

A total of 835 hours were served with the institutional students and the children in the WBAB grant. The Community Volunteers included retired teachers, a retired physician, a retired executive as well as numerous other individuals. The college students were from Lafayette College, Allentown St. Francis College, Lehigh University and Northampton Community College.

Six other volunteers assisted with providing transportation as well as assisting on site with the fathers / children visits. Transportation for the family visits "strained" our resources. Although presenting difficulties, those that did volunteer also attended the visits. This contact precipitated a new awareness of the needs of this population and their carrying of the message to the community.

- **Parole Class:**

Parole class enrolled 24 students with one individual earning his GED. Through cooperative efforts with the Northampton County Judicial system, three classes at different times and locations have now been instituted in the community. These three classes are established to take referrals of community residents that have been incarcerated or are on parole while under the supervision of the Northampton County Probation and Parole Department.

- **Community Linkages:**

Community linkages with many organizations continued and included new efforts as follows:

Liaison efforts with Lehigh University again provided a Masters program intern for this program. The intern this year primarily worked within the Treatment Unit. She wrote and provided a curriculum for the residents on the unit. This class program, Gender and Society, enhanced the perspectives of gender roles perceived and changes that can be facilitated. The program has become an integral part of the programming on this Treatment unit. Dr. Raymond Bell of Lehigh University regularly visited the program.

Continued involvement with Lehigh University was anticipated last year with the proposal to study on the costs of incarceration. Drs. Bell, McIntyre, and Colon interviewed a random sample of residents at Northampton County Prison and extensively reviewed prison records. They will also be reviewing earlier educational, institutional, and specific interview data costs in order to determine a "real" cost of incarceration.

Further involvement with Moravian college interns provided additional linkages with the educational community. This intern was directly involved with this program and assisted with instruction, counseling, as well as volunteering to aid in providing transportation for the visits.

Other volunteers participated in special programs in the classroom. These contributors included a workplace job placement counselor, a minister, a retired pediatrician, a psychologist, and two Lehigh University students.

Many tour groups from elementary, middle and high schools and community organizations visited the class during the course of the year.

- **New Initiatives:**

All students enrolled in education are now housed on a new Treatment Unit with a holistic approach that includes appropriate daily scheduled and intensive programming. This concept has grown out of the intensive holistic efforts for the fathers in this literacy program and the above average gains, demonstrated behavioral changes, as well as at least initially an apparent reduced recidivism pattern. The Treatment Department at Northampton Country Prison spent many hours developing this program which began September 1994. It is hoped that it might be a model program for other institutions. Its origins were in the results of this program.

During the past year, many meetings with the Mission Committee of Trinity Episcopal Church in Bethlehem, PA facilitated the undertaking of establishing a "Bank for Children" which includes basic clothing and furniture needs such as strollers and car seats, specialized food needs, disposable diapers, and most critically literacy tools and materials for children from infancy to school age. Literacy packets were created by volunteers that included books, activities, and instructions for parents. The activities were produced by the curriculum team of instructors for use in our program and were duplicated for this program. This project was a direct result of increased community awareness of the literacy needs of children and the need for direct instruction of parents. During the course of establishing this " Bank for Children", social agencies in the county were visited and a determination of needs was ascertained. Referrals for the program are made by a voucher system, with the referring agency responsible for determining needs. This program is housed in the same

church that provides free lunches and a variety of other community services.

**Objectives Not Met:**

Although all objectives were met, some areas indicate a need for expansion and consideration when establishing a family literacy program:

- The continued fragmentation of the various resources in the community reinforces the need for a case manager for this population. Regulations and associated paper work are real barriers for this "at risk" population. The family liaison worker experienced in multiple areas provided a superior effort in cutting through the many barriers of access for most referral programs. Her association with the total program facilitated the building of trust that appears to be basic to encouraging and supporting the many changes necessary for this group of individuals.
- The multiple aspects of this program also is facilitated in an institution when there is a program coordinator that is knowledgeable about security and treatment programming in addition to educational standards and has earned institutional trust from both the security and treatment personnel. The high proportion of fathers and in some instances the caretakers with a drug usage background necessitated knowledge in this area for effective security and treatment considerations.
- An increasing awareness of drug issues also precipitated the awareness of the profile of the caretakers. Many of these caretakers were co-dependent and from this standpoint, supported the immature behavior of the fathers. For example,

although struggling financially, they continued to place money on the accounts of the fathers so they could buy non-essential items such as candy, cigarettes, etc. The caretakers needed support for their understanding of dependency issues. The low self-esteem of many of the caretakers was a basic issue that had to be addressed. In essence, the caretakers needed intensive programming and more than was possible under this grant. Although several of them were in educational programming in the community, most of these programs addressed only the educational aspects. Guest speakers from Al-non, Narcotics Anonymous, Welfare to explain medical assistance, a variety of training programs, etc. is recommended for future programming of the caretaker class instruction.

**Evaluation Instruments and Results**

The Best Test and the TABE were used for pre and post testing.

Entry level scores indicated the performance level score average was 5.63 years with a range of Student Performance Level One on the Best Test to 9.4 on the TABE test.

Exit level scores indicated the performance level score average was 7.35 for an average gain of 1.7 grade levels.

Eleven of these fathers passed the GED test. We are still waiting for test scores for six more fathers that passed the Official Pre-Test.

## SUMMARY OF DATA FOR YEARS ONE, TWO, AND THREE

| Item | Year One | Year Two | Year Three |
|---|---|---|---|
| Number of fathers | 49 | 48 | 48 |
| Ethnicity of fathers: | | | |
| White | 7 | 7 | 16 |
| Hispanic | 31 | 30 | 18 |
| Black | 11 | 11 | 14 |
| Number of children | 101 | 107 | 88 |
| % of fathers with drug and alcohol issues | 80 % | 87 % | 90 % |
| Average age of fathers | 27.5 years | 25 years | 26 years |
| Average pre-test scores of fathers | 5.1 | 6.6 | 5.6 |
| Average post-test scores of fathers | 6.7 | 8.4 | 7.3 |
| Average score gains of fathers | 1.6 | 1.8 | 1.7 |
| Number of fathers obtaining GED | 6 | 11 | 11 + 6 waiting for results |
| Recidivism rate for general population is about 80 %. | | | |
| Recidivism rate to date, June 30, 1995, for: | | | |
| Year One fathers: | 49% | | |
| Year Two fathers: | | 27 % | |

**Procedure for the Dissemination of the Findings and the Products**

The following curriculums were produced during Year Two of funding and are on file with AdvancE, Pennsylvania Department of Education, and ERIC documents:

1 "When Bonds Are Broken: Family Literacy for Incarcerated Fathers and Their Children"

2 "When Bonds Are Broken: Caretaker Training"

3 "When Bonds Are Broken: Tutor Training"

Additionally, the basic manual was forwarded to fourteen other agencies from California to Puerto Rico. Placement on ERIC and the US Department of Education occurred during Year Three of funding.

The program coordinator, Twila Evans, presented the program at the National Family Literacy Convention in Louisville, Kentucky in May 1994.

The program was presented at the 1994 ESL Summer Institute at Northampton Community College in Bethlehem, PA , the PAACE Midwinter (1995) conference at Hershey, PA, the Bethlehem Salvation Army, and a Tri-Valley Region Seven Staff Development Center workshop.

In February 1995, our program was invited to participate in the Research Triangle Institute's study of promising family literacy programs. The Institute was asked to visit nine "promising" family literacy programs to provide recommendations that could be used by federal or state officials or other local practitioners to improve the design, implementation, and evaluation of family literacy programs. This visit occurred over a two day period of time on May 11 and 12, 1995. A report of this study will be available during the summer of 1995.

At the request of several individuals that obtained or read the Year Two report, a basic lesson issue summary and literature list is included.

**FOCUS OF SESSION, PRIMARY TEXT AND LITERATURE USED :**

SESSION 1 Awareness of change in educational patterns and change in fathering patterns in order to foster and enable change.

Text: Basal Readers from various periods

Literature: Aesop's Fables

SESSION 2 Changes in society and education has created changes in the fathers' roles. Literature stories have been handed down and family stories have been handed down with a variety of messages.

Text: Remembering - Books I and II

Literature: Mary Had a Little Lamb
Paul Bunyon

SESSION 3 Understanding Self and Child focusing on child development theory of Piaget and on learning styles.

Text: Help Yourself - How To Take Advantage of Your Learning Styles
Why Does Baby Cry?
When Baby Is New

Literature: Pat the Bunny
My 5 Senses
Leo, The Late Bloomer

SESSION 4 Understanding Self and Child focusing on child development theory of Erikson.

Literature: Hansel and Gretel
Where The Wild Things Are

SESSION 5 Understanding the communication and techniques of Reflective Listening with illustrations from children's literature.

Text: Let's Work It Out - Communication II

Literature: Peter's Chair
Little Engine That Could
The Terrible Thing That Happened At Our House

SESSION 6 Differences between being the "Good" parent and the "Responsible" parent with the fostering of the recognition of children's needs as outlined in STEP.

Text: STEP - Systematic Training for Effective Parenting

Literature: Art Lessons

SESSION 7 Understanding the reasons for behavior. Building confidence in your child - encouraging positive behavior.

Text: Making It Right

Literature: Sometimes I Get So Mad

SESSION 8 Empowering fathers to be teachers and learners and to practice Erikson and Piaget's theories of child development.

SESSION 9 Reflections on visit with children. Recognition of feelings of the parent and those of the children.
Understanding messages given, messages heard or perceived and the results with instruction on "I" messages.

Text: Angry Feelings

Literature: Curious George Rides Bike

SESSION 10 To develop encouragement skills in relationships, further understanding of "I" messages and learning styles.

Text: Reading Together

SESSION 11 Recognizing gifts within each of us. Creating gifts for sharing.

Text: Johnson and Son

Literature: "The Gift of the Magi"

SESSION 12 To empower fathers to plan for children's visit and continue the role of teacher and learner.

Text: Changes and Choices

SESSION 13 Outside speaker that will personalize the journey experience of fatherhood.
Speakers included individuals that shared awareness of:
Self-esteem - speakers from diverse cultures
Parole
School Personnel
Exodus
Aids Foundation

SESSION 14 To foster communication between home and school with role plays of school conferences, making invitations for children, letters to children, etc.

SESSION 15 To promote the realization that there are many ways to handle problems exploring the meaning of natural and logical consequences.

Text: STEP - Systematic Training for Effective Parenting
Johnson and Son

Literature: Noel the Coward

SESSION 16 Selecting the appropriate approach ...acting rather than reacting. The need for perspective, love and humor.

Literature: The Three Little Pigs
The True Story of the 3 Little Pigs

SESSION 17 Reflection and evaluation. Next steps for parents. Preparation for celebration of new beginnings for them with their children.

Ongoing Activities For Focus At Each Session:

Reading to fathers.
Fathers reading at personal level.
Fathers writing in communications to children and in personal reflection.
Singing.
and Laughter which heals so much.

## Text and Literature List

**TEXTS:**

Basal Readers copyrighted before the 1960's

Basal Readers copyrighted from the 1960's

Basal Readers copyrighted from the 1990's

STEP - Systematic Training for Effective Parenting (Instructor set)

Help Yourself - How To Take Advantage Of Your Learning Styles - New Reader's Press (Classroom set)

Remembering Book 1 - New Reader's Press (Classroom set)

Remembering Book 2 - New Reader's Press (Classroom set)

When Baby Is New - New Reader's Press (Classroom set)

Let's Work It Out II - New Reader's Press (Classroom set)

Contemporary's Stories for Parents - Contemporary Books (Series with six books: one set for each participant)

Why Does Baby Cry?

Changes and Choices

Angry Feelings

Reading Together

Johnson and Son

Making It Right

**LITERATURE TEXTS:**

Aesops Fables by Heidi Holder

Art Lessons by Tomie dePaola

Curious George Rides a Bike by H. A. Rey

Fables by Arnold Lobel

Hansel and Gretel by Paul O. Zelinsky

Leo, The Late Bloomer by Robert Kraus

Mary Had A Little Lamb by Sarah Josepha Hale

My 5 Senses by Alika

Noel the Coward by Robert Kraus

Pat The Bunny by Dorothy Kunhardt

Paul Bunyan by Steven Kellogg

**LITERATURE TEXTS continued:**

Peter's Chair by Ezra Jack Keats
Sometimes I Get So Mad by Paula Z Hogan
Tales From Aesop by J. P. Miller
"The Gift of the Magi" by O. Henry
The Little Engine That Could by Wally Piper
The Terrible Thing That Happened At My House by Margery Blaine
The True Story of the 3 Little Pigs by Jon Seiesz
Where The Wild Things Are by Maurice Sendak

**OTHER LITERATURE THAT WAS REPEATEDLY EXPLORED BY THE PARTICIPANTS:**

500 Words To Grow On by Richard Scarry
A Light In The Attic by Shel Silverstein
ABIYOYO adapted by Pete Seeger
Alexander and the Terrible Horrible No Good Very Bad Day by Judith Viorst
Alphabet Times Four by Ruth Brown
Chicka Chicka Boom Boom with tape by Bill Martin, Jr.
Clifford The Big Red Dog by Norman Bridewell
Fly Away Home by Eve Bunting
Follow The Drinking Gourd by F. M. Munjo
Good Night Moon by Margery Wise Brown
Idalia's Project ABC: An Urban Alphabet Book in English and Spanish
by I. Rosario
One More River To Cross: The Stories of Twelve Black Americans
by Jim Haskins
Pancakes For Breakfast by Tomie DePaola
Puerto Rican Folk Tales
Red Riding Hood by James Marshall
Ten, Nine, Eight by Molly Bang
The Drinking Gourd by F. M. Munjo
The Hating Book by Charlotte Zolotow
The Little Red Hen by Paul Galdone
The Paper Bag Princess by Robert Munsch
The Tale of Peter Rabbit by Beatrix Potter
The Ugly Duckling by Hans C. Anderson

**OTHER LITERATURE THAT WAS REPEATEDLY EXPLORED BY THE PARTICIPANTS continued:**

The Velveteen Rabbit by Margery Williams

Where Is Daddy? by Beth Goff

Where The Sidewalk Ends by Shel Silverstein

A wide variety of books at all levels for all ages should be available for the fathers to read and select for reading to their children.

## CONCLUSIONS:

A review of the program indicates that all objectives were met as indicated in the original grant proposal. Some changes are recommended as indicated in the "Objectives Not Met" section.

The facilitating forces for the success of this program were:

1. The cooperation of the prison administration. Without their trust and enablement this program could not have been initiated or carried out. Not only professional administrative staff, but the officers on the line enabled the accomplishment of this program particularly during the fathers' visits with their children. These visits present a high risk opportunity for the introduction of drugs and / or other contraband into the prison. It is with pride that the integrity of the fathers and their respect for the program that there was not a single incidence of any introduction of any contraband. Each visit was concluded with a strip search to sustain security.
2. The prison administration also supported this program beyond any contractual agreement with the purchase of four new Macintosh computers during the first year of programming. This year another three Macintosh computers and another printer have been purchased.
3. The dedication of the grant staff exceeded normal expectations. The care and concern of the staff was felt by not only by the participants, but also by the prison administration and professional staffs in treatment and security. It should also be noted that the basic educational staff also voluntarily made visits to the program to meet the caretakers and the children of the fathers. This greatly enhanced the team programming and building of trust and caring for all participants.

4. It should also be noted that the "ripple" effect of this program has dramatically caused a redirection of treatment programming at Northampton County Prison. The benefits of this programming have been measured educationally in a quantitative manner. Qualitative measurements do not offer the same "hard" data, but the following case notes may provide some insight into the "unmeasured" benefits of the program.

Carlos D.

Carlos is a 22 year old heroin addict. He fights his addiction daily. He has had two brief remissions, but immediately contacted the family liaison worker for help. Intervention has been successful to date. He has been out of prison for two years. During this time, charges in a neighboring state were brought to court. With the testimony and support of the liaison worker, he was given five years of probation instead of a prison sentence. Carlos has obtained his GED and is working to support his family. Continued support and structure is essential for Carlos and his family.

Edgar R.

Edgar is 38 years old Hispanic. He made significant educational gains and completed his GED while in prison. The caretaker of his children is also a drug abuser and has been in a treatment program. We assisted Edgar in locating his six year old daughter in foster care and he has been reunited with her. His infant son, born as a "crack baby" had been left with his mother who was 60 years old. The child is now 15 months old and during the past ten months has demonstrated less hyperactivity with the encouragement of a structured program for him by the grandmother. She was referred to community services for partial day care in order to support her need for assistance due to her health problems and the need demands of the child. His mother was transported for every visit by volunteer drivers. Edgar was trained as a tutor and daily assisted in the classroom. He also demonstrated the leadership qualities to be selected as a Peer Counselor on the Treatment Unit. He has had intensive drug and alcohol programming and therapy while on the Treatment Unit.

Roger J.

Roger, now 24 years old, and the father of three children, obtained his GED while in the program. Roger has a low frustration tolerance and when under the influence of alcohol, exhibited a tendency to get into fights. His participation in the program enabled some understandings of his own behavior. He offered that he avoided his first fight after release because of some of the ideas he learned during class. Roger now faithfully picks up his three children every weekend. He is working full time and maintaining sobriety.

John O.

John is a 20 year old young Black student with low literacy skills. He was one of the few students from the Treatment Unit that did not have a background of drug abuse. John made appropriate gains in reading while in the program. His 18 month old son, originally in foster care, is now in his custody. John is working full time and lives with his mother who is assisting with the child care.

David M.

David is a 25 year old white father with drug abuse background. He has two young children. His wife is also a high school drop out. He has been a very serious participant in all of the programming and made significant gains. He has taken the GED test and is waiting for the return of test scores. The family has had many financial problems. Eviction of his wife and children was averted with the intervention of the family liaison worker. Need assistance from other volunteer agencies was provided. The four year old child has been enrolled in Head Start for September 1995 and his wife is enrolled in a Private Industry Council training program for the fall also. She will start part time work in a local grocery store in July. Volunteers provided transportation for all of the visits. Grateful for our support and assistance from the Bank for Children, she donated a stroller to the Bank. David continues to demonstrate changing behavior and at present is scheduled for the work release program which should aid the finances of the family. David says that they were never on welfare until his incarceration and he is anxious to get off of it as soon as possible and put their lives back together.

Wallace S

Wallace is a 21 year old step father of one child and expecting father of his first child. He came to class reluctantly and displayed frustration and negative behavior. During subsequent interviews, Wallace stated that he was "dumb and could not learn". His initial testing demonstrated learning difficulties with a TABE score of 2.5. He was assured that he could learn to read and loved the title of "reluctant reader" rather than "poor reader". He committed to change and with many extra hours of assistance made nearly a two year gain in reading. Language experience writings were typed by him on the computer. Wallace read to his step-daughter each visit. He rehearsed the stories in the classroom and was proud of how his four year old responded to his reading to her. Wallace hopes to adopt this child when he is out of prison. His girl is on the list for the EVENSTART this fall. The new baby is due next month. Wallace made significant gains in self-esteem and behavior. He was volunteering to read in class and was noted to be "one of the best helpers in class." His programming continues during the summer with the assistance of peer tutors on the Treatment Unit. He wants to continue to improve his reading skills so that he can obtain more skilled employment and help his kids with school work. He claims that he had no help from school or his family with his reading difficulties.

Herman O.

Herman is a 20 year old Hispanic with one daughter that he re-established a relationship with through participation in this program. He is a drug abuser, but was able to focus well on his educational program. He obtained his GED with a score of 252. His full participation in the Treatment Unit programming allowed his timely release into the community. While on work release he volunteered for community service and gave many hours to a new facility, Stephen' s Place, a South Bethlehem halfway house for parolees founded by Sister Longcope, a missionary sister of the Most Sacred Heart of Jesus. The Sister volunteered in the prison providing a functional living course for the Treatment Unit residents. The restoration of the house into a home was accomplished with many volunteers. Herman has been accepted into her halfway home program which is associated with the Intensive Outpatient Treatment Addictions program of St. Luke' s Hospital in Bethlehem and will remain in the home for a six month

treatment period of time during his reintegration into the community. Herman will continue building his relationship with his daughter during this period of time.

Willie T

Willie is a 34 year old father of three children. He has a long history of heroin abuse. He admits that he is "tired" of the scene. His wife of nearly twenty years states that she was done when this incarceration occurred. When the new Treatment Unit opened Willie asked for admission. He has been a committed participant in the program. When his wife, Luz, was contacted by the family liaison worker, she agreed to bring the three children for the structured visit with their father. Willie had already been in prison for nearly six months. After the visit, the children persuaded her to try again because Dad was "really serious this time" and he was also "going to school". Upon entry into the educational program, Willie scored at the 3.7 level. He was indeed serious about improving his skills and diligently worked. He scored a 230 on the Official pretest and is one that we are waiting for final scores on the actual GED test. Willie has been just as intense about his drug treatment programming and his demonstrated leadership has facilitated his being placed on the Resident Advisory Board. He has regularly volunteered in the family literacy program in addition to his regular studies in the basic programming. Willie has also participated in the Workplace Skills program. His wife has demonstrated a leadership role in the Caretaker class and has encouraged the younger women to get their education. Willie, Jr. the 13 year son, was provided a tutor and big brother. He had been expelled from 8th grade, but with the assistance of the liaison worker was evaluated and re-enrolled in school. Luz, not on welfare, is employed in a job earning $13.00 an hour, but the long hours and separation from the father are difficult for the children.

## RECOMMENDATIONS:

This program has provided a model for behavioral change in a holistic manner with a combination of literacy skills and parenting for the fathers, support and enablement for the caretakers, and enabling support for the whole family during and following incarceration. Incarcerated individuals and their "At Risk Families" need a holistic approach to case management in order to facilitate the risks of individual change and the re-establishment of broken bonds with the ultimate goal to break intergenerational patterns of literacy related problems. Many individual systems and / or programs within the systems have been initiated to "deal with" the problems, but the journey through the maze of segmented services requires coordination and support of a "case manager---liaison worker". The continued support beyond the institutional period is essential for long term reintegration into the family, the workplace, and the community. Education is the key element to life long learning and the significant changes that need to occur in order to reintegrate these individuals into their families, their communities, and the workplace.

Every aspect of this program has positively influenced the treatment programming at Northampton County Prison and is increasing the awareness of the community as to the needs of these "at risk" families. During the past three years, this special project has become the hub for a holistic treatment program.

According to the Commonwealth of Pennsylvania Commission on Corrections Planning Final Report ..."Many in our society who have no hope or vision for the future turn to substance abuse and crime and end up in our prisons. These are people with broken lives spending unproductive time in a system that eventually dumps them

back into society, often worse for the experience and prepared only to commit more crime."

The current cost of incarceration for one inmate is slightly more than $56.00 per day. It should be noted that this is only the basic cost and does not consider the costs to the families---caretakers and children. They are also imprisoned. The actual cost of the family returning to welfare, etc. is not now known, but is probably insignificant compared to the emotional effects of the loss of the father as felt by both the caretaker and the children. With the reduced recidivism rate for this group, (it should be noted that the recidivism rate is approximately 80% for the general population), it is apparent that intensive structured institutional educational and therapeutic treatment and case management within the institution with after release follow-up is effective.

A research study regarding these costs is underway with Lehigh University. Another study should be undertaken to ascertain several other factors such as quantitative and qualitative levels of program participation, crisis incidents that seem to precipitate a return to criminal activity, supportive safety net interventions, etc. which prevented the return to the institution for either a violation and / or new charges of criminal activity. Many of these implications need further research and statistical documentation so that holistic treatment programs for incarcerated individual and family could be initiated with the effective reduction of total costs for those involved including society.

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